ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

TELAFİ EĞİTİMİ

İNGİLİZCE
9. SINIF

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İNGİLİZCE
9. SINIF

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI • ...
YARDIMCI KAYNAK EĞİTİM MATERYALİ • ...

TELAFİ EĞİTİMİ
İNGİLİZCE 9. SINIF

ISBN ...

Basım Adedi ...

Yazar
KOMİSYON

Baskı ...

Sertifika No. ...



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif ERSOY

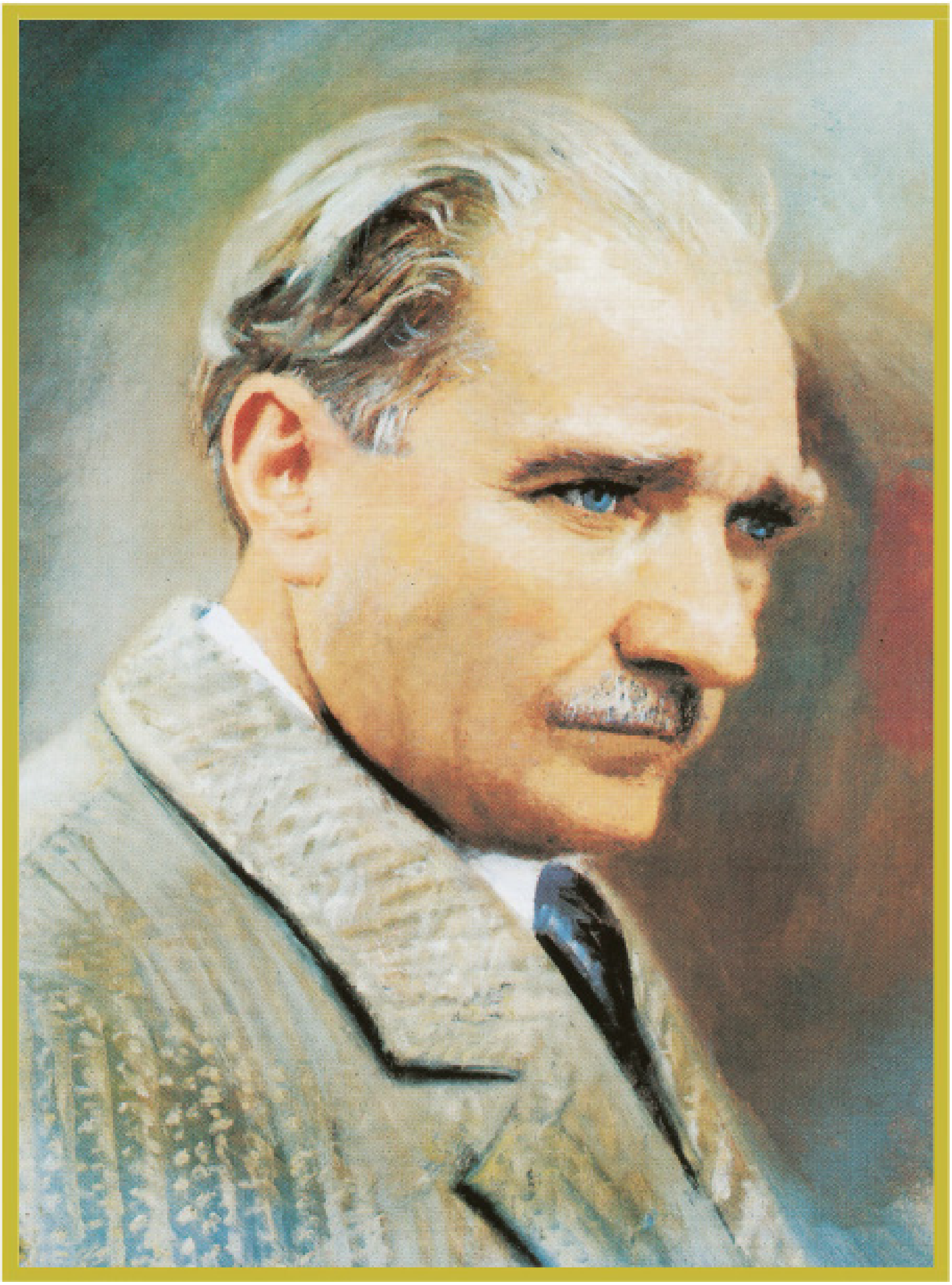
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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Dear Teachers and Students,

As the Ministry of National Education, we take the necessary measures to ensure the permanence of education and training under all circumstances. Due to the earthquake in our country, education was suspended in some of our provinces. In this context, to reduce the earthquake disaster's negative effects on education, improve the students' academic skills, and make up for the topics they lack, make-up training has been started for our students based on the principle of equal opportunity in education.

- Starting from the second semester of the 2022-2023 academic year, when education was suspended, the subjects and achievements that could not be covered in the lessons were determined. Lesson notes, activities, and questions have been prepared within the framework of teaching methods and techniques in order to provide these gains in a short time, to make learning permanent and to support further learning.

This book is designed as supplementary material in which specific units are consolidated with activities and topic summaries. In the 'Vocabulary Study' part, it is ensured that the important words about the theme are repeated and reinforced with various activities. In the 'Functional Study', the structure of the unit is studied with activities that enable you to gain a deeper understanding. The 'Reading Comprehension' part is organised with interesting and visually enriched articles, which will make it easier for your learning to be permanent. Furthermore, you will have the opportunity to improve your speaking and writing skills in the 'Functional Language' part. Along with activities such as puzzles and matching, different question styles, such as multiple choice, skill-based and
open-ended, are also included in the study. In this way, it is planned to reinforce the important aims and objectives of English lessons. Additionally, the lecture and question-solution videos included in the study can be accessed via QR codes.
We hope these resources will be useful to you in the make-up process.

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

9TH GRADE

6TH UNIT

BRIDGING CULTURES

- Asking about and describing cities
- Identifying cultural differences
- Talking about travel and tourism
- Ordering food

INTRODUCTION TO THE UNIT

- Asking about and describing cities is one of the first things that you need while travelling, as you will need to find your way and learn more about the city you are wandering around to identify its culture. In such incidences, you will also get hungry and order food or drinks for yourself, so learning about it is also important.

In this unit, you will learn to …

- **ask about and describe cities.**



Simon : Where did you go last summer for your holiday?
Emma : I went to New Zealand.
Simon : New Zealand? Is it different from our country?
Emma : Yes. New Zealand has many special birds. The best known is the kiwi. It can't fly because it has no wings. It is the national emblem of New Zealand. New Zealanders call themselves 'Kiwis'; it's their nickname! It has mild temperatures and lots of sunshine. January and February are the warmest months of the year, and July is the coldest. On the contrary, in our country, July is the hottest month.

- **identify cultural differences.**



Without travelling around the world, we may think each country has the same culture. When we visit a new destination in another country, we understand that some cultural rules are different and hard to understand. That is called 'culture shock'. We must accept the differences among us. For example, if you have dinner in Ethiopia with local people, they want to put the food in your mouth. This shows their affection. If you refuse, they will mark you as rude.

- **talk about travel and tourism.**



Travel : Travel means 'to go from one place to another'.

- I love books and travel.

Journey : A journey is a way of travelling; travelling from one place to another, especially in a vehicle.

Leo : How was your journey?
Cindy : It was very tiring; it took much more than I expected.

Voyage : A voyage is a long journey, especially by sea or in space.

- After the 19th century, sea voyages weren't very common.

Trip : A trip is a return journey combined with an activity. The reason for trips is generally work or fun.

- My trip to Rome was full of different experiences, like tasting traditional food and seeing different historical structures.

- **order food.**



Waiter : Hello, may I have your order, please?
Mr Sand : Can I have the menu, please?
Waiter : Here you are, sir.
Mr Sand : I would like to have some fish and chips.
Waiter : OK, what would you like to drink?
Mr Sand : Soda, please.
Waiter : What about the dessert?
Mr Sand : Do you have some apple pie?
….
Mr Sand : Can I have the bill, please?

a) Match the words or phrases with the pictures below.

1

____

2

____

3

____

4

____

5

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6

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7

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8


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9

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10

____

- departure lounge
- boarding pass
- check-in desk
- stewards and stewardesses
- tray
- staff
- escalator
- suitcase
- departure gate
- seat

b) Complete the paragraph with the words from 'Exercise a'.

Hello, I'm Peter Sand. My wife, Sandra, and I love going on vacation to Antalya, Türkiye. It has sandy beaches and luxurious hotels with hospitable and kind **1.** _____________. Before going there, I always make reservations online with the airline. I always help my wife pack the **2.** _____________ with clothes, toothbrushes, and swimming suits for the trip. I don't forget to take my books to read while sunbathing.

I don't like going through the airport before our flight because the airport is always crowded and the line at the **3.** _____________ is very long. We really dislike emptying our pockets, taking off our shoes, and putting everything in a **4.** _____________ to be checked. We hand over our luggage that will need to go into the aircraft hold. We take our **5.** _____________, which we will have to present to airport security. We must pass through the airport security gates to get to the departure hall until we find our **6.** _____________. However, after that, things are good enough. We ride the **7.** _____________ to go to our gate and sit in the **8.** _____________ until our flight is ready for boarding. After we get on the plane, I often choose a window **9.** _____________ to take photos and watch the cities and clouds through the window. Finally, friendly **10.** _____________ brief us on the flight and security. Then I'm ready for my flight to my dreams—clear water and lots of sunshine.

The Simple Present & The Present Continuous Tense

	SIMPLE PRESENT TENSE	PRESENT CONTINUOUS TENSE
USE	We use it to talk about our daily routines, habits and for general events. ◆ Mark **plays** badminton with his friends after school on Tuesdays.	We use it to talk about what is happening now or nowadays. ◆ Today is Wednesday. Mark **isn't playing** badminton now. Instead, he **is watching** a movie with his parents at the moment.

a) Fill in the blanks according to *The Simple Present Tense* or *The Present Continuous Tense*.

A Festival in Germany



A shop at the festival area **1.** __________ (sell) traditional German gingerbread hearts now although they **2.** __________ (not sell) them in their everyday lives. Instead, they **3.** __________ (sell) different types of bread every day. This tradition **4.** __________ (happen) only on such days. Look at the people. They **5.** __________ (wait) in the queue to try one.



On the other side of the street, there is a girl in front of her garden. She **6.** __________ (offer) people to taste their homemade gingerbread hearts. They **7.** __________ (prepare) these special cakes every day and **8.** __________ (give) them to the markets.



Normally, we **9.** __________ (not see) such music bands on the streets, but today is a special day. They **10.** __________ (wear) traditional clothes, and they **11.** __________ (play) music to all the people wandering around the festival area.



The German **12.** __________ (decorate) their old-fashioned cars for fest parade during festival times every year. They generally **13.** __________ (use) different kinds of flowers while doing this. In this photo, they **14.** __________ (greet) everyone around the festival area. There are also a lot of tourists on the streets. Some of them **15.** __________ (walk) among these cars, and others **16.** __________ (watch) the parade.

a) Answer the following questions.

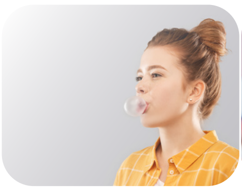
1. How do cultures differ from one another? Can you think of any examples of cultural differences?
2. Why is it important to understand and respect different cultures and traditions?
3. What are some traditions that you celebrate in your family or community? How do these traditions reflect your values?

b) Read the text quickly and circle the names of the countries mentioned in the text.

The world is full of different customs and traditions. These may consist of various beliefs, behaviours, and practices that are unique to a specific region or country, and they symbolise and represent people's understanding of the world and values. Here are some interesting ones. When you read them, we are sure you will be astonished. The Polish applaud when a plane lands. In Greece, a child's tooth is thrown onto the roof for good luck. Brazilians celebrate New Year's Day with a bowl of lentil soup because they think the lentil is a symbol of wealth. Turkish people always offer to prepare meals for guests. When they go into a house, they take off their shoes. In Turkmenistan, it is impolite to sit on the floor or carpet. In India, inviting a person to a social event means the person who invites will pay for everything. When paying a cashier in Austria, always place the money in their hand. Placing the money on the table is rude. In Egypt, if you are eating with friends or coworkers, try not to ask for salt. Egyptians take it as an insult to the host because it means you do not like the taste of the food. Making slurping sounds when eating noodles in Japan indicates that you are thoroughly enjoying them. In South Korea, you should avoid using red ink because it is associated with death. In Mexico, the birthday person's friends shove his face onto the cake as he takes a bite. Although chewing gum might be good for dental health, it is considered illegal in Singapore. The fine for chewing gum in Singapore is a lot like the fine for littering, which is between $500 and $1,000 for the first offense and $2,000 for the second.

c) Read the text again and discuss the following questions with your partner.

1. What is the function of customs and traditions?
2. When do the Polish applaud?
3. What do the people do in Greece for good luck?
4. What is the symbol of wealth in Brazil?
5. What is impolite in Turkmenistan?






d) Fill in the table with the customs you know.

in Türkiye	around the world

FUNCTIONAL LANGUAGE

SPEAKING

Work in pairs. Imagine that you are at a restaurant and ordering something, and your partner is the waiter / waitress of that restaurant. Make a dialogue with your partner. You can use the expressions given below.

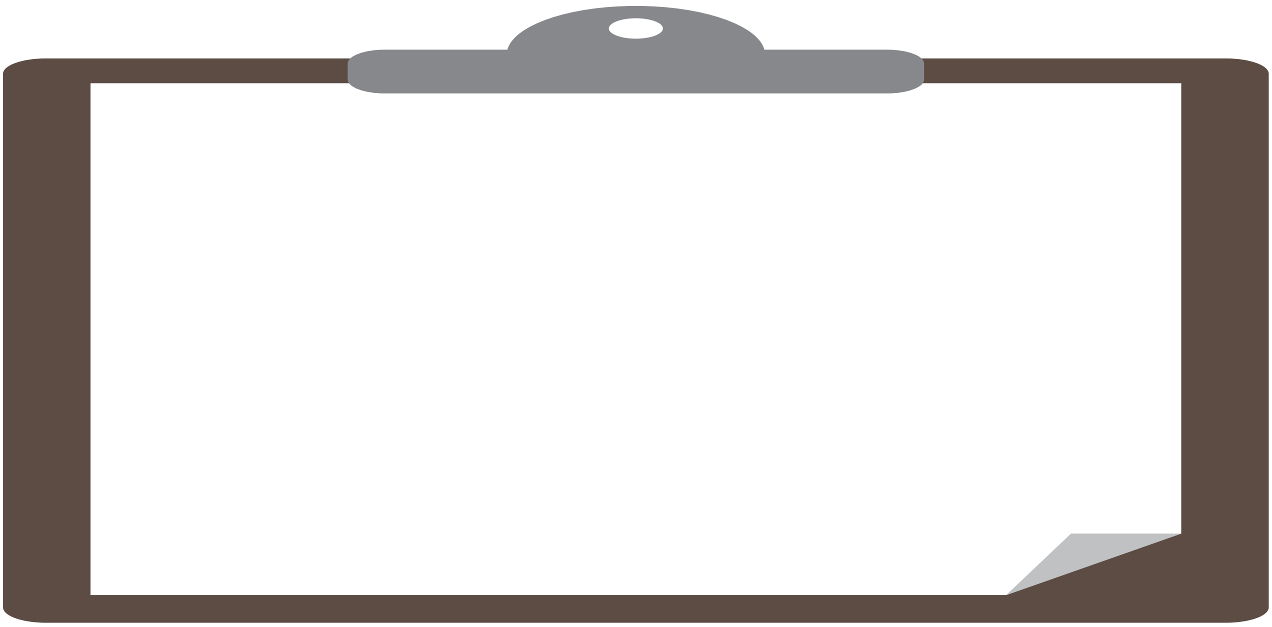
WAITER / WAITRESS	CUSTOMER
Can I help you?	I'd like to have breakfast / lunch / …
What about you madam / sir?	I'd like to have some soup / …
Can I bring anything else?	How much is the breakfast / lunch / …
Would you like to drink something?	The bill, please.
Would you like a starter?	…
…	etc.
etc.	

WRITING

Write about your city in terms of the given topics using the words / phrases in the box.

- ⊗ Location
- ⊗ Population
- ⊗ Traditional foods or beverages (for breakfast, lunch, dinner, and celebrating a special event)
- ⊗ Climate
- ⊗ Currency
- ⊗ Tourist attractions

◆ quiet	◆ large	◆ noisy	◆ ancient	◆ cheap	◆ agriculture
◆ exciting	◆ small	◆ traffic	◆ modern	◆ expensive	◆ festivals
◆ boring	◆ peaceful	◆ stressful	◆ crowded	◆ relaxing	



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

9TH GRADE

7TH UNIT

WORLD HERITAGE

- Talking about past events
- Making inquiries
- Asking and answering questions in an interview

INTRODUCTION TO THE UNIT

- What happened in the past is highly essential for us since we become who we are by learning from our past experiences. Besides, as we are social beings, it is important for us to talk about pleasant memories.

In this unit, you will learn to …



- **talk about past events.**

Lucas: Hello, Rose! Where were you last weekend?

Rose : Hi, Lucas! I was in Egypt for a short holiday.

Lucas: Who did you go with?

Rose : I went there with my parents.

- **make inquiries.**

Lucas: What did you do there?

Rose : We saw the pyramids, rode on camels, took a trip on the River Nile and took a lot of photos to share on my vlog.

Lucas: Did you have any traditional food?

Rose : No, I didn't because it was too greasy.

Lucas: Was the weather warm enough for sightseeing?

Rose : Actually, no…

- **ask and answer questions in an interview.**

Why did / was …? — Who did / was …? — What did / were …? — Where did / were …? — Did you …? — Was she …?

Ms. Rodriguez: Hi, Mr. Johnson. Let's talk about World Heritage sites. Why did these sites become so important?

Mr. Johnson: World Heritage sites are important because they hold exceptional cultural or natural value recognized by UNESCO. They symbolise our common heritage and provide information about our history and diversity.

Ms. Rodriguez: Interesting. Can you give an example of a World Heritage site you find fascinating?

Mr. Johnson: Sure. Machu Picchu in Peru is a captivating site.

Ms. Rodriguez: Who built it?

Mr. Johnson: The ancient Incas constructed this city. It has an impressive architecture.

Ms. Rodriguez: Did you visit any World Heritage sites yourself?

Mr. Johnson: Yes, I had the chance to visit the Taj Mahal in India. It was an amazing experience. Did you know it was built by Emperor Shah Jahan as a tribute to his wife? Was she Mumtaz Mahal?

Ms. Rodriguez: Yes, that's correct. I wish I could visit it someday.

Match the pictures with the words.

a.	Lighthouse	**f.**	Cable car
b.	Temple	**g.**	Statue
c.	Staircase	**h.**	Terrace
d.	Gift	**i.**	Queen
e.	Craftsman	**j.**	Location



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



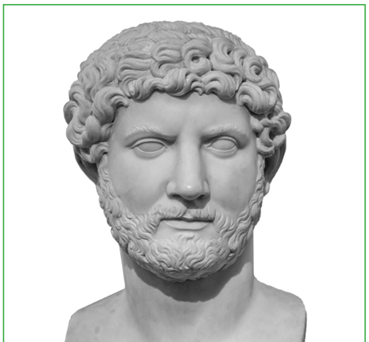
7. ....



8. ....



9. ....



10. ....

FUNCTIONAL STUDY

Past Simple Regular / Irregular Verbs	**Examples**
Regular verbs end in *-ed* in positive sentences.	My father ***decided*** to spend his summer holiday in Miami last year.
Use the *irregular* past form of the verbs *only* in positive sentences.	**David:** Where ***did*** you ***go*** last weekend? **Joe:** I ***went*** to London four years ago.
Use the base form of the verbs after *did* / *didn't*.	**Ava:** ***Did*** you ***play*** football yesterday? **Eve:** No, I ***didn't play*** football yesterday.
Past of can = *could*	We ***could*** see the lighthouse from the window. I ***couldn't*** call you yesterday.

a) Fill in the blanks with the past form of the verbs in the boxes.

promote	return	happen	call	wear
enjoy	have	decide	crash	prepare

Hello, I am Daniel Rock. I am 44 years old. I am an engineer. I am married, and my wife's name is Sally. I have a son and a daughter, Harry, and Lily. I am working for an international company. I work hard to earn a lot of money for my family.



Last Friday, I **1.** .... an important meeting at the company. I **2.** .... a major project and showed it to the heads of the firm. The boss liked the project so much that he **3.** .... me. I was overjoyed because I could easily purchase whatever I desired.

After the meeting, I **4.** .... home and told my family about my wonderful day. And then we **5.** .... to celebrate my good news. We **6.** .... smart clothes. We went to a luxury restaurant and ate delicious food. We **7.** .... our dinner very much. Harry and Lily didn't leave the restaurant because it had lots of activities and playgrounds for them. They had a nice time there. When we drove home, I didn't see the cat crossing the road, and I **8.** .... into it. We immediately took it to the vet, and we stayed there for two hours. Fortunately, nothing **9.** .... to the cat. Then we got the cat and brought it to our home. Now, my children had a new friend to play with. We **10.** .... the cat "Blessed." It was one of the best days of our lives.

b) Match the questions with the correct answers. One is extra.

1.	Why were you in the library?	------	**a.** A book about wildlife.
2.	Where did you go last weekend?	------	**b.** Alexander Graham Bell.
3.	When did you meet your wife?	------	**c.** Via my tablet.
4.	What did you buy for your best friend's birthday?	------	**d.** To Antalya.
5.	Who invented the telephone?	------	**e.** On the table.
6.	Who did you go on your holiday with?	------	**f.** With my parents.
7.	How many apples did you collect?	------	**g.** To read a book about the space shuttle.
8.	How did you connect to the Internet?	------	**h.** Before I started my job, in 2002.
9.	How much money did you pay for the tickets?	------	**i.** Over fifteen people.
10.	To how many people did you send the invitation cards?	------	**j.** $10 for each.
			k. Only one.

a) Match some of the new Seven Wonders of the World with the photos.

a. Hagia Sophia Grand Mosque, İstanbul, Türkiye

b. Taj Mahal, India

c. The Lost City, Petra, Jordan

d. Machu Picchu, Peru

1.



....

2.



....

3.



....

4.



....

ANDY'S ADVENTURES

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A Day in the Lost City: Petra

Last summer, I could finally visit the lost city, Petra, one of the things on my bucket list. It was fantastic. You know Petra, as one of the new Seven Wonders of the World, is a magnificent ancient city located in Jordan and it was definitely worth a visit. A big complex of ancient ruins and tombs, Petra attracts the attention of a lot of tourists from all around the world just like me. We had a great time there exploring many things. We arrived there after a long journey in the desert by walking through a narrow canyon. Passing through the canyon was also an enjoyable experience for all of us. And there it was. We finally saw the magnificent view of the Treasury. We were among several people watching that amazing view. Then, I wanted to see the Monastery from high above the city from a cave and took some photos with my camera. I sat there for some time. Next, we visited the ancient theatre. Although most of the city was still intact, archaeologists uncovered the whole theatre. After that, we had a camel ride among the ancient ruins of the city. It was a bit different. We came across a Jordanian woman selling souvenirs, and we bought some gifts there. We heard that the night there was also great. That's why, we waited for the sunset and attended a night show. There were a lot of candles on the ground in front of the Treasury. It was so relaxing. When the show ended, we went to our hotel, but our hotel was different from the usual ones. We spent the night in bubble tents in the midst of the desert.

b) Read Andy's Petra memories again and answer the questions.

1.	When did Andy visit the lost city, Petra? ....
2.	Did the archaeologists uncover the whole city of Petra? ....
3.	How did she feel during the night show in Petra? ....
4.	Where did she stay in Jordan? ....

SPEAKING

Discuss the question below. You can work in pairs or divide your class into two groups. To support your idea, share some of your past experiences (where you went, what you saw, what you ate, etc.).

Who knows better? A traveller? Or a reader?





WRITING

Write about your, the most enjoyable summer holiday you have had so far.

- *Which city or county did you go to?*
- *When did you go there?*
- *Did you go on vacation with your family or with your friends?*
- *Did you buy a gift for your relatives or friends?*
- *Did you swim and sunbathe?*
- *Which tourist attractions did you see?*
- *Did you visit a historic place?*
- *Where did you stay—a hotel or a hostel?*
- *Which food did you like most?*
- *How long was your holiday?*
- *What was the weather like there?*
- *Do you want to go there again?*

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

9TH GRADE

8TH UNIT

EMERGENCY AND HEALTH PROBLEMS

- Asking for and giving advice
- Giving and understanding simple instructions in case of an emergency
- Talking about something that has happened recently
- Expressing obligations and prohibitions

- Emergencies are part of our everyday life; the main point is that we should know what to do and how to behave in such an event.

In this unit, you will learn to ...



- **ask for and give advice.**

- What should I do?
- You should see a doctor when you have a high fever.
- You'd better take a long rest when you catch the flu.

Robert: What is the matter with you, Lilly?
Lilly : I don't feel well. I have fallen off my bike and hurt my leg. I can't walk properly.
Robert: Okay. Lie down here, please. Don't move. I am calling an ambulance.

- **give and understand simple instructions in case of an emergency.**

When you get a cut in your hand, you should put a piece of cloth on it.
If / when someone faints, first check if he / she is still breathing, secondly alert medical personnel, and then position the person properly.

Some Tips to Survive

- *If you have a bee sting on your hand, you should take the stinger out.*
- *If you have a nosebleed, you shouldn't blow or touch your nose.*
- *If you cut your finger, you should put a bandage and ointment on it.*

- **talk about something that has happened recently.**

We use *the Present Perfect Tense* to talk about life experiences. It also shows that an action is completed but that it still has some importance in the present time.

- My uncle has travelled all over the world.
- I have cut my finger. It's still bleeding.
- My mother has had this car for six years.

- **express obligations and prohibitions.**

We use *must* to express a strong obligation or necessity.

- We must finish our project by Friday.
- **Mother to son:** You must wash your hands before dinner.
- You must wear a swimming cap in the pool.

We use *mustn't* when it is prohibited to do something or when it is important or necessary not to do something.

- You mustn't swim in that lake. It is forbidden.

We use *have to / has to* express necessity.

- I have to wear glasses for reading.

a) Match the advice with the correct health problem.

	Advice	Health Problem
------	**1.** You should take a painkiller.	**a.** toothache
------	**2.** You shouldn't carry heavy things.	**b.** burn
------	**3.** You should put some ointment on your hand.	**c.** backache
------	**4.** You should see the dentist.	**d.** sore throat
------	**5.** You should rest in bed under a blanket.	**e.** headache
------	**6.** You should get enough fluids.	**f.** cold
------	**7.** You shouldn't drink cold water.	**g.** cough
------	**8.** You should take cough syrup.	**h.** fever

b) Read the sentences about health problems and find the correct words.



1.	I have a high temperature. I use a t _ _ _ _ _ _ _ _ _ _ .
2.	I have just cut my finger while cutting a lemon. I should put a p _ _ _ _ _ _ on it.
3.	I sprained my ankle, and I can't walk on it. I had better put a b _ _ _ _ _ _ around my ankle.
4.	I want to cut the elastic bandage to put it on my wrist. I use a s _ _ _ _ _ _ _ .
5.	I have some acne on my face. I must apply a g _ _ to get rid of them.

c) Fill in the blanks with the words in the boxes.

slip	shower	glass	eat	shallow	diapers	filters	capacity	footwear	monitor



1.	You mustn't run in the pool area, or you may .... and injure yourself.
2.	If the pool is too ...., you mustn't dive so as not to injure other swimmers.
3.	Adults must .... young children during swimming time.
4.	Toddlers must wear swim ....
5.	Every pool has a .... for a certain number of swimmers. Please obey it.
6.	Dogs mustn't swim in the pools, as their hair can clog the ....
7.	You mustn't use .... bottles, as they can break and harm you.
8.	You must have a .... before entering the pool.
9.	You mustn't .... or drink in the pool area.
10.	You mustn't wear your .... poolside.

FUNCTIONAL STUDY

The Present Perfect Tense

*We use **the Present Perfect Tense** to talk about life experiences. It also shows that an action is completed but that it still has some importance in the present time.*

My uncle ***has travelled*** all over the world	***Have*** you ever ***seen*** a snake?	Mr Green ***has*** never ***tried*** Chinese food.

a) Fill in the blanks with the appropriate form of the verbs in the parenthesis.

1.	Adam .... *(fly / never)* a hot-air balloon by himself.
2.	Daniel .... *(drive)* his car four times this week.
3.	My mother .... *(just / finish)* mopping the floor.
4.	Dora .... *(get / yet)* well ....
5.	Your son .... *(already / get)* on the bus.

6.	.... you *(ever / fly)* .... a drone?
7.	My father .... *(never / be)* abroad.
8.	The painter .... *(paint / yet)* the wall ....
9.	He .... *(play)* basketball twice this week.

Asking For and Giving Advice (Should / Had Better / Ought To)

We use should / had better / ought to to ask for and give advice.

AFFIRMATIVE		
Subject	**should / had better / ought to**	**Verb**
I / He / She / It / We / You / They	should / had better / ought to	have a rest.

NEGATIVE		
Subject	**should not / had better not / ought not to**	**Verb**
I / He / She / It / We / You / They	should not (shouldn't) / had better not / ought not to (oughtn't to)	have a rest.

INTERROGATIVE		
Should	**Subject**	**Verb**
Should	I / he / she / it / we / you / they	have a rest?

Ashley: I've got a sore throat. What **should** I do?
Brain: You should see a doctor. / You **shouldn't** eat ice-cream.

b) Read the problems and match them with appropriate advice. One advice is extra.

PROBLEM			ADVICE
1.	I have a cut on my hand.	------	**a.** You shouldn't lift heavy things.
2.	I have a backache.	------	**b.** You should drink water instead of fizzy drinks.
3.	I have a cold.	------	**c.** You had better go to the dentist.
4.	I have a runny nose.	------	**d.** You ought to have a warm bath.
5.	I have a stomachache, and I feel sick.	------	**e.** You shouldn't drink cold water or eat ice cream.
6.	I have a terrible sore throat.	------	**f.** You had better stay in bed and drink hot lemon tea.
7.	I have a toothache.	------	**g.** You ought to put a plaster on it.
8.	I have a high temperature.	------	**h.** You should use a tissue to clean it.
		------	**i.** You should do sports to lose weight.

a) Answer the questions below.

1. What is your favourite beverage?
2. How often do you drink herbal teas?
3. Which herbal teas are mostly preferred in Türkiye?
4. Do you know the benefits and risks of herbal teas?



The Threats of Herbal Teas

Herbal teas were first mentioned verbally in China in 2737 BC. Records of herbal tea can be found in written history dating back to the third century AD. These teas spread from China to Egypt, Japan, Europe, and beyond. Herbal tea is known as "tisane" in Europe. Herbal tea has numerous advantages. People use herbal teas when they want to cure coughs and colds, improve their immune system functions, reduce inflammation, soothe stomach disorders, renew tissue cells, relieve stress and anxiety, or treat insomnia.

It should be noted, however, that the active ingredient in these herbal teas is also medicine, and they may have adverse effects. Common side effects include headaches, flushing of the skin, mouth soreness, heartburn, dermatitis, anaphylactic shock, vomiting, nausea, dizziness, and hormonal imbalance. Drinking three glasses of herbal tea every day, according to experts, does more harm than benefit. Furthermore, excessive consumption of certain herbal teas can cause liver damage as well as other major organ system damage. The main drawbacks of herbal tea include rare allergic reactions to the herbs and an increased urge to urinate due to increased fluid intake. Pregnant women, breastfeeding mothers, and the elderly should not use herbal teas without first asking their doctors.

Herbal teas may be a good choice if you want a healthy beverage as they are low-calorie and caffeine-free. You may discover something that works for you. This will assist you in meeting your objectives while also reaping the numerous benefits of consuming herbal teas. But you should be careful about the drawbacks of herbal teas. They can be more dangerous than you imagine when you drink herbal teas more than three cups in a day.



b) Read the text and circle True or False.

1.	The history of herbal teas is as old as the history of humankind.	True	False
2.	Tisane means herbal tea in Europe.	True	False
3.	The most precious beverage is tea and it's essential for our body.	True	False
4.	Herbal teas are good for health, especially for pregnant women and elderly people.	True	False
5.	You can suffer from some hazardous consequences if you consume a lot of herbal tea.	True	False

FUNCTIONAL LANGUAGE

a) Read the dialogue and fill in the blanks with the following questions.

(a) Have you ever gone out recently?	(d) What's wrong with you?
(b) What are your symptoms?	(e) Do you have a runny nose, or do you sneeze so often?
(c) Do you have any allergies?	(f) How was the weather?



Doctor:	Good morning, madam. (1) (_______) ?
Gizem:	I feel tired. I think I am ill.
Doctor:	(2) (_______) ?
Gizem:	I have had a sore throat since yesterday and I have had fever for three days.
Doctor:	(3) (_______) ?
Gizem:	I don't have a runny nose, but I sneeze very often. There are many illnesses all around these days, so I am really worried.
Doctor:	Don't worry. (4) (_______) ?
Gizem:	Yes, I have. It was nearly a week ago. I forgot to tell you that I have also had a mild cough, too.
Doctor:	(5) (_______) ?
Gizem:	It was very cold and rainy. I stayed under bad weather conditions for some time.
Doctor:	I guess you have got a cold or the flu. (6) (_______) ?
Gizem:	I can say that I have never had any allergies so far.
Doctor:	I will prescribe medicines for you. They are necessary for your treatment. Don't forget to take your pills. I also want to see you three days later. What time is suitable for you on Friday? We can connect online for this appointment.
Gizem:	Any time is fine for me. Online will be very good, thanks.

b) Look at the pictures and tick Gizem's symptoms.



c) Answer the questions according to the dialogue.

1. How long has Gizem had a fever? ______________________________
2. Has Gizem had any allergies so far? ______________________________
3. When is the next appointment? ______________________________

SPEAKING

Work in pairs. Make four mini-dialogues asking for and giving advice on the given topics below. Then act them out in the classroom.

(*low grades - bad eating habits - a broken heart - moving to another city*)

1. **Alan:** ____
   Ben: ____
2. **Alan:** ____
   Ben: ____
3. **Alan:** ____
   Ben: ____
4. **Alan:** ____
   Ben: ____

WRITING

Write a dialogue between a doctor and a patient. Use the sample dialogue as the starting sentences of your dialogue.



e.g.

Doctor: *Hello, sit down, please. What is the matter with you?*

Nina: *Hi, sir! I don't feel well. I have a backache.*

....



NOTES TO MYSELF

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

9TH GRADE

9TH UNIT

INVITATIONS AND CELEBRATIONS

- Asking for and giving suggestions
- Doing shopping
- Asking someone to do something
- Talking about future plans
- Making and answering phone calls

- Asking for and giving suggestions is one of the key abilities to further your communication with other people. Making requests is also part of this.
- Doing shopping and knowing what to buy and where to buy are the key abilities in a conversation as well because everyone goes shopping sometime in their lives.
- Talking about your future plans and informing others about them gives important clues about you and your expectations from life, so learning about this is also helpful in communication.

In this unit, you will learn to …



- **ask for and give suggestions.**
  While *making a suggestion*, we tell another person what we think they should do or what we think is a good idea. We give our opinion about what action another person should take.

  Leo : Hello Carol! Would you like to go to the zoo?
  Carol : Sorry, I don't like zoos. Let's go somewhere else.
  Leo : What about going to the theatre?
  Carol : Okay, that's a good idea.



- **do shopping.**
  Before we *go shopping*, we make a shopping list. We write down things and their amounts in advance

  Mother : Lisa, we need a kilo of onions and two kilos of potatoes. Also, we need a packet of vanilla and cacao, a kilo of flour and ten eggs to make a cake.
  Lisa : Okay, mum. I will buy all of them.



- **ask for and give suggestions.**
  We use *"Could you …?"* and *"Would you …?"* as polite forms to ask someone to do something.

  Adam : Could you drive me to the airport tomorrow?
  Sam : I'd be glad to.
  Adam : Thank you so much.



- **talk about future plans.**
  We use *be going to* to talk about *future plans* and make a prediction about the future. Our prediction is based on the present evidence. We are saying what we think will happen.

  Fred : Hey, Mike! I have three tickets for the movie *The Man with the Black Hat*. My sister and I are going to see it tomorrow. Do you want to watch it with us?
  Mike : I am sorry, I am busy tomorrow. I am going to visit my grandfather at the hospital.
  Fred : I am sorry to hear that. I hope he gets better soon.



- **make and answer phone calls.**
  Making *a phone call* in any language is not so hard. There are simple steps you can take to have simple, successful, and clear phone conversations.

  Helen : Hi, Helen is speaking. Can I talk to Mr Wills?
  Secretary : Hang on a minute, please. I will get you through him.
  (After 10 seconds)
  I am sorry, he is not available now. Would you like to leave a message?
  Helen : Yes, please. Could you tell him to call me back as soon as possible?
  Secretary : Sure. Can I have your name and contact information, please?
  Helen : Helen Brook. My contact number is 0123 45 67.
  Secretary : Okay. Thank you. I will let him call you back.

a) Match the phrases with the pictures. One phrase is extra.

barbeque party	birthday party	graduation ceremony	slumber party
fancy dress party	farewell party	new year party	

1



2



3



4



5



6



b) Answer the questions according to you.

1. Which party do you want to join most?
2. Why do you want to join that kind of party?
3. What do people do at that party?
4. What kind of party are you going to organise for your next birthday?

FUNCTIONAL STUDY

Future Time Expressions

tomorrow	tomorrow evening	next week	soon	in the future
in 2100	in 5 years	next month	next year	next Friday

We use '*be going to'* for future plans and intentions if the decision about the future has already been made:
- He *is going to be* an athlete when he grows up.
- I*'m going to look* for a new job next year.

We use '*be going to'* for predictions that we think are certain to happen or which we have evidence for now:
- The man *is going to slip* down. *(The speaker can probably see a wet floor or a banana peel on the floor.)*
- Watch out! You *are going to break* the plates.

We use '*be going to'* for giving commands or stating that something is obligatory:
- You*'re going to pick up* all of those toys right now. This room is a mess!

a) Complete the sentences with the correct form of 'be going to'.

1.	I need your suitcase. I ………................…................. to Switzerland this Saturday. **(go)**
2.	Sam is planning to sign a contract with the team. He ………................…................. a professional footballer. **(be)**
3.	They ………................…................. a presentation about climate change. **(make)**
4.	Look, they have brought the ornaments. They ………................…................. the house. **(decorate)**
5.	Betty didn't go to the store yesterday; she ………................…................. online. **(shop)**
6.	We ………................…................. a CD of her favourite singer for Clara's birthday next week. **(buy)**
7.	Jack is interested in Sociology and he ………................…................. Cultural Studies at the university. **(study)**
8.	Hey! The bus is leaving. Run, or we ………................…................. it. **(miss)**

b) Fill in the blanks with the words in the box. One is extra.

jug	packet	kilo	bowl	carton	jar	bunch	glass	litre	loaf	bar

1. I bought a ....…….. of bread from the bakery.
2. Did you buy me a ....…….. of chocolate?
3. A ....…….. of olive oil is $5 in our country.
4. We need a ....…….. of biscuits to make the birthday cake.
5. My grandpa gave me a ....…….. of honey when I felt sick last week.
6. Helen put a ....…….. of flour on the table to make some cookies.
7. I drank a ....…….. of water while fixing my car yesterday.
8. My mother always has a ....…….. of soda when she drinks her coffee.
9. How much is a ....…….. of milk in your city?
10. Doctors recommend that people drink a ....…….. of vegetable soup every day.

Doughnut Party Organisation

a) Tick the things that you need for a party.

Balloons		Cupcakes		Clock		Beverages		Invitation Cards	
Cakes		Gifts		Decorations		Mobile phone		Candles	

b) Read the dialogue between Haile and Matilda and choose the correct party concept.

1.


2.


3.


Haile : Hey, Matilda. I am going to throw a party for our best friend's daughter, Cindy, to celebrate her birthday. Can you help me organise everything?

Matilda : Of course, I would love to do that. What are we going to do?

Haile : I am trying to find a party concept first. Do you know what Cindy likes most?

Matilda : You know Cindy loves eating doughnuts much. Why don't we prepare everything with the doughnut concept?

Haile : Great idea. Let's start with the shopping list. What do we need for such a party?

Matilda : Cakes, beverages, decorations, gifts. Everything will be in doughnut concept.

Haile : Let's call some of the other friends to make them help us.

(Haile makes phone calls for half an hour. Then continues to talk with Matilda.)

Haile : I have called several friends to help us.

Matilda : Then what?

Haile : Jason is going to bring the cake. Samantha is going to bring some pink balloons.

Matilda : What about the doughnuts?

Haile : I am going to prepare them.

Matilda : Do you want me to bring the beverages?

Haile : It would be great, but don't forget the milkshakes with doughnut topping. In addition, Kevin and Tom are going to prepare the invitation cards.

Matilda : I guess Fiona will bring the party hats because she is a party organiser. Besides, she is going to bring doughnut cards. There will be different sentences on them. We are going to stick them on the walls for decoration.

Haile : You're right. We also need doughnuts with jelly and sugar powder. Do you want to bring them too?

Matilda : Yeah. No problem for me.

Haile : Fiona is also going to prepare the gift boxes. There will be four doughnuts in each box.

Matilda : As far as I have understood, everyone except Lilly will help us get prepared. What about her?

Haile : Unfortunately, she is not coming because of her illness. One more thing. We are going to have a dress code too.

Matilda : Say it pink. A doughnut party full of pink colour… It will be amazing, ha!

c) Read the dialogue between Haile and Matilda again and answer the questions.

1. Why are they going to throw a party for Cindy? ……………………………………………………………

2. What does Cindy like? ……………………………………………………………

3. Who is not going to attend the party? ……………………………………………………………

4. What colour are people going to get dressed for the party? ……………………………………………………………

We sometimes ask somebody around us to do something for us, so we use some structures for requesting as in the chart below.

MAKING A REQUEST	ACCEPTING	REFUSING
Can you close the window, please?	Sure. / Of course.	I'm sorry, but I can't. It is cold outside.
Could you lend me some money?	I'd be pleased to do that.	I wish I could, but I haven't got enough money with me.
Would you meet me after lunch?	No problem.	I'm afraid I can't. I must meet my mom.
Would you mind buying a birthday cake?	Not, at all.	Sorry, I can't. I must finish my project first.

Below, there are some sentences for you to make a request with your desk mate. You can accept or refuse his request as you wish. If you refuse your friend's request, please make an excuse.

MAKING A REQUEST	ACCEPTING	REFUSING
1. Wash the car		
2. Buy the beverages		
3. Decorate the room		
4. Take my picture		
5. Get my cargo		
6. Close the door		
7. Watch this film		
8. Lend me your tablet		
9. Feed my bird		
10. Read this book		
11. Give me a haircut		
12. Cut the lawn		
13. Play the piano		
14. Prepare dinner		
15. Turn on the light		

SPEAKING

a) Put the sentences into the correct order.



a. Hello. Can I speak to Sandra Brown? ____
b. It's Linda Grantham. ____
c. L-I-N-D-A G-R-A-N-T-H-A-M ____
d. Who is calling? ____
e. OK. Please hold the line. I'll put you through. ____
f. Hello. Zed Bank. How can I help you? ____
g. Thank you. ____
h. I'm sorry. I couldn't catch your name. Can you spell your name, please? ____

b) Complete the sentences with the words in the box.

- available	- contact	- speak	- leave	- have

Sam: Hello. This is Sam Brown speaking. Could I 1_____________ to Jack May, please?
Tom: I'm sorry, Jack May is not 2____________.
Sam: Can I 3_____________ a message for him?
Tom: Sure.
Sam: Please tell him that Sam Brown wants to 4___________________________ with him.
Tom: Okay, I'll tell him. Does he 5 _______________ your phone number?
Sam: No, he doesn't. My phone number is 903 378 6621.
Tom: I will pass your message to Jack May.

c) Imagine that you are making a phone call with an employee in an organisation company. Prepare a dialogue with your partner using the expressions below. Then act it out.

Useful Expressions

Requesting Someone
- Hello, Good morning. I'd like to speak to Ryan.
- Can I speak to Ryan? Is Ryan here?
- Is Ryan available?

Leaving a Message
- Would you like to leave a message?
- Can I leave a message?

Difficulties of Understanding
- I'm sorry. I didn't catch your name. Could you speak up?
- Can / Could you spell your name, please?
- Could you say it again?
- Please speak more slowly.
- What number did you dial?
- Sorry, I think I've dialled the wrong number.



FUNCTIONAL LANGUAGE

WRITING

Look at the following response to an invitation card and write the invitation card below regarding the given points.

Dear Jane,
Thanks for your invitation to your sister's birthday party at your home, but I can't attend it as I will be at the hospital to visit my grandpa at 7 p. m. on Friday. I hope I will come over for a cup of coffee at the weekend.
Love,
Selena

What can Jane's invitation be like? Try to write Jane's invitation card regarding these points:

◆ the place the party will be held	◆ the time the party will start
◆ the date the party will be held	◆ how to get there

Dear Selena,
....
....
....
....
....



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

9TH GRADE

10TH UNIT

TELEVISION AND SOCIAL MEDIA

- Making predictions about the future
- Asking for and giving opinion
- Interrupting someone in a conversation
- Gaining time in a conversation

INTRODUCTION TO THE UNIT

- In daily life, people spend time planning and imagining their careers, occupation, and arrangements for the future. The ability to communicate effectively about goals and plans for the future is crucial for both social interaction and language development. Sharing ideas will also make you appear more confident and lead to a more meaningful conversation. Learning how to defend your ideas is crucial in the target language. To succeed in speaking English effectively and accurately, you should know to use some language patterns to clarify and explain your arguments.

In this unit, you will learn to …

- **make predictions about the future.**

We use 'will' to express a prediction for the future or an intention.

Jane : Hey, Sally! Do you fancy going to the cinema with me in the evening?
Sally : Oh, I am sorry. I will see a play at the City Theatre with my sister. Maybe another time.
Jane : Okay. See you later.



- **ask for and give opinion (agreement, disagreement, etc…).**



We ask for and give our opinions in a variety of situations, both formal and informal. When we express our opinions, people around us express their agreement or disagreement with phrases like I agree, I disagree, etc.

Lena : I think reading a book in a target language can help you learn a foreign language more fluently and more quickly than other skills like listening or writing.
Daniel : I don't agree with you on this point. If you ask me, listening to music and watching movies in your target language is better for fluency.

- **interrupt someone in a conversation.**

During a conversation, we may want to interrupt the speaker to add something or express our disagreement. So, we use some phrases like "Sorry to interrupt, but may I ...?" or, "I'm sorry to cut this short, but...".

Manager : Now, let's clarify another point...
Teacher : Sorry for interrupting, but can I ask a question about the previous subject?



- **gain time in a conversation.**

We sometimes need extra time during a conversation because when we miss our place; it can be hard to start again, so we use some phrases to gain time, like "I am sorry; could you repeat that, please?" "I don't understand what you're saying.," "Could you rephrase that, please?" "Do you mean…?" etc.



Mother : Now, I am going to bake a delicious homemade cake by using some spices like cinnamon and ginger to make it light, fluffy, and spongy.
Son : I don't understand what you're saying. Could you rephrase that, please?
Mother : Of course. I am going to make a cake in the kitchen by using some great spices to make it softer and more delicious.
Son : Oh, great! I like homemade things.

a) Unscramble the words and write them into the boxes. After you finish the puzzle, find the hidden phrase.

WOEPR	☐	☐	☐	☐	☐			
SRHAEC	1	☐	☐	☐	☐	☐		
LEETDE	☐	☐	☐	☐	☐	☐		
ITRTEENN	10	☐	☐	☐	☐	☐	☐	☐
TMMCOEN	☐	☐	☐	☐	☐	☐	☐	
OMHE	☐	☐	7	☐				
PLDAOU	☐	☐	☐	☐	☐	9		
AWDOLODN	☐	2	☐	☐	☐	☐	☐	☐
PETRRIN	☐	☐	4	☐	☐	☐	☐	
SOHIGNPP	☐	☐	☐	☐	☐	☐	☐	☐
VEMIO	☐	☐	☐	☐	8			
OMVELU	☐	☐	6	☐	☐	☐		
DNECELAR	3	11	☐	☐	☐	☐	5	☐

1	2	3	4	5	6		7	8	9	10	11
☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐

b) Write the names of the icons. (You can get help from the previous exercise a.)



1. ________



2. ________



3. ________



4. ________



5. ________



6. ________



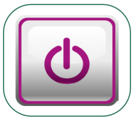
7. ________



8. ________



9. ________



10. ________



11. ________



12. ________



13. ________

c) Complete the dialogue with the phrases in the box.

a. I think	e. do you think
b. That's a good point,	f. Why do you think
c. I agree	g. Absolutely
d. don't you think so	h. Sorry for interrupting



Kevin : So, what **1.** ______________ of the impacts of social media, Marilyn?

Marilyn : **2.** ______________ sometimes it could be devastating for teenagers.

Kevin : **3.** ______________ so?

Marilyn : Because kids who frequently use social media are more likely to be exposed to negative influences like bullying, rumour spreading, unrealistic portrayals of other people's lives, and peer pressure, and they are also less likely to get enough sleep. These make ...

Kevin : **4.** ______________, but you're just focusing on the harmful sides. Try looking at the impacts from my angle, teens can connect with peers, and expand their social circles by using social media easily. These groups can be especially helpful for youth who are marginalised in some way, such as those who are disabled or have a chronic disease.

Marilyn : **5.** ______________ with you, but you cannot ignore negative effects.

Kevin : **6.** ______________ but don't forget, many teenagers' lives revolve around social media. They have to learn how to deal with upcoming problems while using social media. They must know what their responsibilities are and how they should protect themselves.

Marilyn : We need to be more conscious and alert on social media, **7.** ______________?

Kevin : Yes. I think so. You mean "I accept the advantages of social media.", Am I right?

Marilyn : **8.** ______________!

Future Simple – "will"

Usage We use **will**	**Examples**
• for predictions based on what we think or assume.	I believe Susan will get promoted. I think artificial intelligence and robotics will always be interdependent.
• for on-the-spot decisions.	Jason is sneezing, I'll make herbal tea for him. Look at the clouds, I'll take my raincoat in case it rains.
• for promises.	I promise I'll never share your secret with anyone. He promises he'll stand by me forever.
• for threats.	Stop that noise or I'll kick you out. Be silent or the manager will get mad.
• for requests.	Will you take the luggage inside, please? Will you tell Ozzy I called?
• for making decisions.	Waitress: What would you like to eat, ma'am? Claudia: I'll have grilled chicken and salad.

Match the halves to make a meaningful sentence.

1. Susan! Come to the office;
2. I know you were afraid yesterday, I promise
3. She had better pass the exams
4. As soon as you put the baby in the bed,
5. I'm about to leave;
6. Harry got promoted last month;
7. Giselle and Israa are back;
8. I'm cold and it's becoming chilly;

a. or she will be dismissed from the school.
b. I'll tell you the updates of the project.
c. I won't call you at nights.
d. I'll give you a lift if you want.
e. she will be asleep.
f. they will visit us in a few days.
g. I think it will rain.
h. he will buy that sports car soon.

1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**
....	....	....	....	....	....	....	....

a) Answer the following questions.

1. Do you know the difference between a joke and bullying?

2. What comes to your mind when you see cyberbullying?

3. Can you give examples of cyberbullying?

4. What can you do to prevent cyberbullying?

The Silent Torture: Cyberbullying



Cyberbullying, also called "online bullying," is the same as bullying that happens in person. It is repeated, planned behaviour that is meant to tease, insult, or abuse someone in a weaker position. Since cyberbullying happens online, it leaves the victim open to harm 24 hours a day. It can also be done secretly and be seen by a much larger audience. Cyberbullies can use any device that can connect to the Internet and use web services like email and instant messaging, games, or social media.

When you are bullied online, it can feel like you are being attacked everywhere, even at home. Sometimes it seems like there's no way out. When you're cyberbullied, you might start to feel embarrassed, scared, anxious, and worried about what other people say or think about you. This can make you pull away from friends and family, have negative thoughts about yourself, feel sorry about things you did or didn't do, or think people are judging you badly. It's also normal to feel lonely, overwhelmed, or to have frequent headaches, nausea, or stomachaches. You can lose the drive to do the things you used to enjoy and you don't want to see or meet the people you care about and trust. This can make you keep having bad thoughts and feelings, which is bad for your mental health and well-being. Cyberbullying can also cause kids to skip school, which can hurt their mental health. You can take the first step towards getting help by talking to a trusted friend, family member, or school teacher. If the bullying is happening on a social platform, you might want to stop the bully and report him or her to the platform. Companies that run social media sites have to keep their users safe. If you are in immediate danger, call the cops or your country's emergency services. Think twice before you post or share something online, because it could stay there forever and be used against you in the future. Don't give out personal information like your home address, phone number, or school name. Find out how to protect your privacy on the social media apps you use most.

As you know, you can benefit from the internet in multiple ways. But, like many things in life, it has risks that you need to protect yourself from. If you are cyberbullied, you might want to delete some apps or go offline for a while so you can get over it. But staying off the Internet isn't a good option in the long run. You need to take precautions and inform the authorities about cyberbullying.

b) Read the text and circle True or False.

1. Cyberbullying is persistent, planned behaviour to harass someone. *True / False*
2. Making jokes and sharing your photos with your permission is a kind of online bullying. *True / False*
3. People feel insecure when they experience cyberbullying even if they are at home. *True / False*
4. Being a victim of cyberbullying makes you feel more comfortable on social media. *True / False*
5. Cyberbullied people lose neither their mental health nor their social interactions. *True / False*
6. Asking for help is key to saving yourself from online bullying. *True / False*
7. Privacy settings protect you on social media. *True / False*
8. Staying offline and deleting applications are the only ways to get rid of cyberbullying. *True / False*



EXPRESSING OPINION

When we want to express our opinions, we can say

- I think…
- I believe…
- I feel…
- I suppose…
- I guess….
- According to me / To me…
- In my view…
- In my opinion…
- From my perspective / point of view…
- As for me….
- I'm of the opinion that…
- If you ask me…

ASKING FOR OPINION

When we ask for other people's opinions, we say

- What do you think?
- What do you think about …?
- What's your view / opinion?
- Do you agree with me?
- Don't you think …?
- Wouldn't you say that?

INTERRUPTING AN INTERRUPTION

Sometimes we interrupt an interruption because of the fear of forgetting, a lack of awareness, excitement or a need to join the conversation. We can use

- Could I jump in?
- Could I add something?
- Do you mind if I say something?
- Would you let me finish first?
- I haven't finished yet.

DISAGREEMENT

When we want to express that we do not have the same opinion, we say

- I disagree.
- I don't think so.
- I totally disagree.
- I don't agree.
- Not at all!
- No chance!
- No way!
- I'm not so sure about that.
- I'm afraid I disagree.
- I don't feel the same.

INTERRUPTING A CONVERSATION

We interrupt a conversation when we want to give a message, ask a tough question, give our opinion on the topic, or be a part of the conversation. We can use

- I'm sorry to interrupt but ...
- I apologize for the interruption but ...
- I hope you'll excuse me for interrupting but...
- Can I stop you there for a moment?
- Just a moment. I like to add something here…

ALLOWING AN INTERRUPTION

- No problem. Go ahead.
- OK, what do you want to say / add?

AGREEMENT

When we want to express that we have / share the same thoughts, we say

- I agree with you / him / her / them…
- I really think so.
- I couldn't agree with you more.
- I totally agree…
- Definitely!
- Absolutely!
- That's a good point…
- That's true…
- That's just it!
- You're absolutely right…
- Sure…
- I guess so!

CONTINUING AFTER AN INTERRUPTION

- Can I continue, please?
- As I was saying / explaining…
- Where was I?
- I'd like to what I was saying, I feel ...
- Anyway…

GAINING TIME IN A CONVERSATION

- I am sorry; could you repeat that, please?
- I don't understand what you're saying. Could you rephrase that, please?
- Do you mean…?

Read the statements and circle the correct function for the underlined phrases.

1. You explained the reasons clearly, but <u>I don't feel the same</u>.
  a. allowing an interruption **b.** disagreeing

2. <u>I haven't finished yet</u>. Please let me tell the project.
  a. interrupting an interruption **b.** asking opinion

3. **John** : <u>What do you think</u> about Artificial Intelligence (AI)?
  Bruce : I think it's transforming the world: we have to catch up with current trends.
  a. asking opinion **b.** continuing after an interruption

4. If you were in my shoes, <u>wouldn't you say that</u>?
  a. agreeing **b.** asking for opinion

5. <u>As I was saying</u> before, she had to confess the truth and they made peace.
  a. continuing after an interruption **b.** interrupting a conversation

6. <u>I couldn't agree more</u>. She has been so offended lately; we should meet and discuss this problem soon.
  a. expressing opinion **b.** agreeing

7. **Alice** : Teenagers are addicted to social media, umm…
  Ben : <u>I'm sorry to interrupt but</u> everybody loves spending time on social media, not just teenagers.
  a. allowing an interruption **b.** interrupting a conversation

8. Everybody is in a rush at malls; <u>to me</u> online shopping saves us from the crowds and offers us more options.
  a. expressing opinion **b.** disagreeing

FUNCTIONAL LANGUAGE

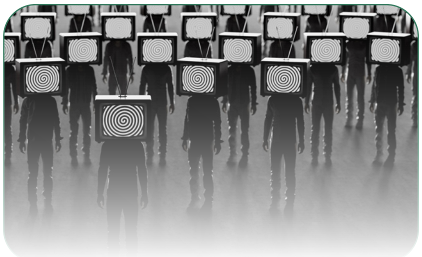
SPEAKING

Make two groups and talk about the pros and cons of using social media networking. One group is for the use of social media, and the other group is against it. Try to persuade your opponent by supporting your opinion with some real-life examples.

Before you speak, you can make a brief list of your opinions in the box below.

FOR ✅	AGAINST ❌
Finding people with similar interests or making new friends can be simple thanks to social media.	People are feeling more isolated because of social media.
--	--
--	--
--	--
--	--
--	--

The questions below will help you claim your idea.



1. Do children use social media? Why / Why not?

2. Does social media fame our personal lives?

3. Does it make us addicted to screens?

4. Are you happy with the comments your friends make?

5. Should the government introduce some laws to control the social media networking?

6. Do the influencers have a bad or good impact on us?

WRITING

Write a composition about your family's Internet usage habits. The clues below will help you write your composition well.

(Use social media, practice language, check e-mails, do research, do online shopping, surf the Internet for recipes and cures, do online banking, play online games, watch series, read online magazines or e-books, keep in touch with friends or relatives, etc.)

6TH UNIT

VOCABULARY STUDY

a)
1. tray **2.** check-in desk **3.** staff **4.** seat **5.** boarding pass
6. departure lounge **7.** suitcase **8.** departure gate **9.** escalator **10.** stewards and stewardesses

b)
1. staff **2.** suitcases **3.** check-in desk **4.** tray **5.** boarding pass
6. departure gate **7.** escalator **8.** departure lounge **9.** seat
10. stewards and stewardesses

FUNCTIONAL STUDY

1. is selling **2.** don't sell **3.** sell **4.** happens **5.** are waiting **6.** is offering **7.** prepare
8. give **9.** don't see **10.** are wearing **11.** are playing **12.** decorate **13.** use
14. are greeting **15.** are walking **16.** are watching

READING COMPREHENSION

a) Students' own answers

b) Greece, Turkmenistan, Austria, Egypt, Mexico, South Korea, Singapore, India, Japan.

c) 1. They symbolise and represent people's understanding of the world and values.
2. They applaud on a plane when the plane lands.
3. They throw a child's tooth onto the roof.
4. Lentil is a symbol of wealth.
5. Sitting on the floor or carpet is impolite in Turkmenistan.

d) Students' own answers

FUNCTIONAL LANGUAGE

SPEAKING
Students' own answers

WRITING
Students' own answers

7TH UNIT

VOCABULARY STUDY

1. d **2.** i **3.** e **4.** j **5.** a **6.** c **7.** h **8.** f **9.** b **10.** g

FUNCTIONAL STUDY

a) 1. had **2.** prepared **3.** promoted **4.** returned **5.** decided
6. wore **7.** enjoyed **8.** crashed **9.** happened **10.** called

b) 1. g **2.** d **3.** h **4.** a **5.** b **6.** f **7.** k **8.** c **9.** j **10.** i **Extra:** e

READING COMPREHENSION

a) 1. c **2.** d **3.** b **4.** a

b) 1. She visited the lost city, Petra last summer.
2. No, they didn't.
3. She felt relaxed.
4. She stayed in bubble tents in the midst of the desert.

FUNCTIONAL LANGUAGE

SPEAKING
Students' own answers

WRITING
Students' own answers

8TH UNIT

VOCABULARY STUDY

a) 1. e **2.** c **3.** b **4.** a **5.** f **6.** h **7.** d **8.** g

b) 1. thermometer **2.** plaster **3.** bandage **4.** scissors **5.** gel

c) 1. slip **2.** shallow **3.** monitor **4.** diapers **5.** capacity
6. filters **7.** glass **8.** shower **9.** eat **10.** footwear

FUNCTIONAL STUDY

a) 1. has never flown **2.** has driven **3.** has just finished **4.** hasn't got - yet
5. has already got **6.** Have - ever flown **7.** has never been **8.** hasn't painted – yet
9. has played

b) 1. g **2.** a **3.** f **4.** h **5.** b **6.** e **7.** c **8.** d **Extra:** i

READING COMPREHENSION

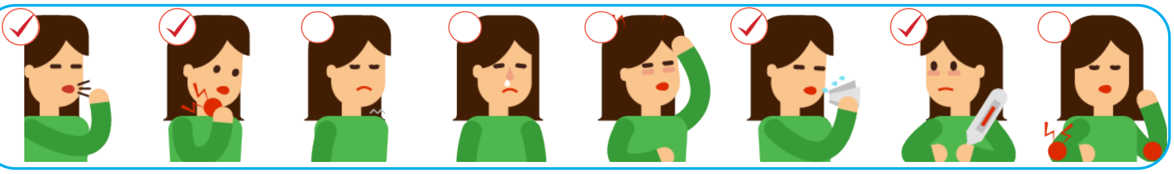
a) Students' own answers

b) 1. False **2.** True **3.** False **4.** False **5.** True

FUNCTIONAL LANGUAGE

a) 1. d. What's wrong with you
2. b. What are your symptoms
3. e. Do you have a runny nose, or do you sneeze so often
4. a. Have you ever gone out recently
5. f. How was the weather like
6. c. Do you have any allergies

b)



c) 1. For three days. **2.** No, she hasn't. **3.** On Friday.

SPEAKING
Students' own answers

WRITING
Students' own answers

9TH UNIT

VOCABULARY STUDY

a) 1. graduation ceremony **2.** barbeque party **3.** fancy dress party **4.** new year party
5. birthday party **6.** slumber party **Extra**: farewell party

b) Students' own answers

FUNCTIONAL STUDY

a) 1. am going to go **2.** is going to be **3.** are going to make **4.** are going to decorate
5. is going to shop **6.** are going to buy **7.** is going to study **8.** are going to miss

b) 1. loaf **2.** bar **3.** litre **4.** packet **5.** jar **6.** kilo
7. jug **8.** glass **9.** carton **10.** bowl **Extra:** bunch

READING COMPREHENSION

a) balloons, cupcakes, beverages, invitation cards, cakes, gifts, decorations, candles

b) 3

c) 1. Because they are going to celebrate Cindy's birthday.
2. She likes eating doughnuts.
3. Lilly is not going to attend the party.
4. They are going to get dressed in pink.

FUNCTIONAL LANGUAGE

MAKING A REQUEST	ACCEPTING	REFUSING
Can you wash the car? Could you wash the car? Would you wash the car? Would you mind washing the car?	· Sure. / Of course. · I'd be pleased to. · No problem. · Not, at all.	· I'm sorry, but I can't. It is cold outside. · I wish I could, but I haven't got enough money with me. · I'm afraid I can't. I must meet my mom. · Sorry, I do. I must finish my project first.

SPEAKING
a) 1. f **2.** a **3.** d **4.** b **5.** h **6.** c **7.** e **8.** g
b) 1. speak **2.** available **3.** leave **4.** contact **5.** have

c) Students' own answers

WRITING
Students' own answers

10TH UNIT

VOCABULARY STUDY

a) 1. Power **2.** Search **3.** Delete **4.** Internet **5.** Comment **6.** Home **7.** Upload **8.** Download **9.** Printer **10.** Shopping **11.** Movie **12.** Volume **13.** Calendar

b) 1. Search **2.** Comment **3.** Calendar **4.** Shopping **5.** Movie **6.** Printer **7.** Download **8.** Upload **9.** Home **10.** Power **11.** Delete **12.** Internet **13.** Volume

HIDDEN PHRASE: SOCIAL MEDIA

c) 1. e **2.** a **3.** f **4.** h **5.** c **6.** b **7.** d **8.** g

FUNCTIONAL STUDY

1. b **2.** c **3.** a **4.** e **5.** d **6.** h **7.** f **8.** g

READING COMPREHENSION

a) Students' own answers

b) 1. True **2.** False **3.** True **4.** False **5.** False **6.** True **7.** True **8.** False

FUNCTIONAL LANGUAGE

1. b **2.** a **3.** a **4.** b **5.** a **6.** b **7.** b **8.** a

SPEAKING
Students' own answers

WRITING
Students' own answers